

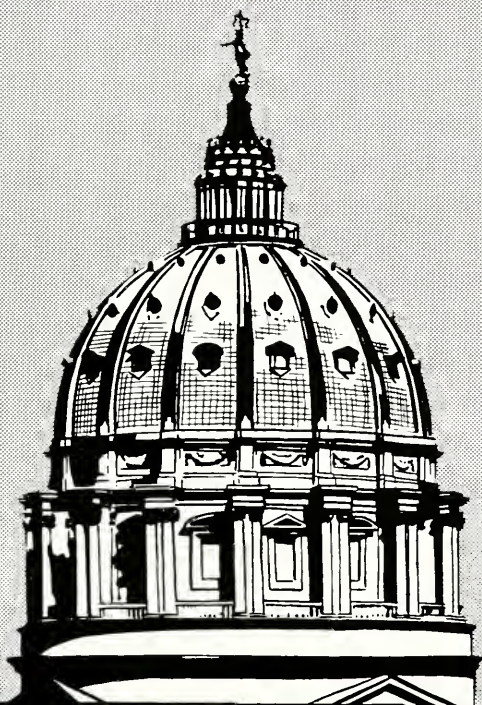
HARRISBURG CENTER

OF

BANON VALLEY COLLEGE • ELIZABETHTOWN COLLEGE
UNDERGRADUATE WORK

TEMPLE UNIVERSITY

GRADUATE WORK



HARRISBURG • PENNSYLVANIA

1954 • 1955 ANNOUNCEMENT

HARRISBURG CENTER

OF

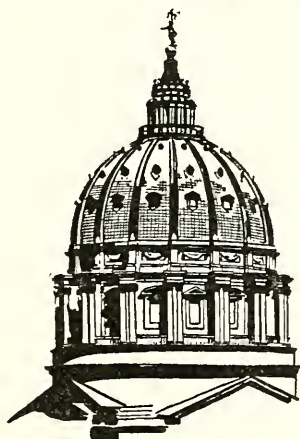
LEBANON VALLEY COLLEGE

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CALENDAR *

1954 — 1955

First Semester

Registration 4.00-9.00 p.m., Monday, September 20, 1954
Classes begin Monday, September 27, 1954

Second Semester

Registration 4.00-9.00 p.m., Tuesday, February 1, 1955
Classes begin Monday, February 7, 1955

* Opening dates for the 1955-56 and 1956-57 semesters will be announced before the beginning of each school year.

COLLEGE CENTER AT HARRISBURG

LOCATION

The College Center is located at Harrisburg, the capital city of Pennsylvania. Classes will be held in the William Penn Senior High School Building, Third and Division Streets.

Lebanon Valley College is situated twenty miles east of Harrisburg, in Annville, Lebanon County. Elizabethtown College is located in the town of the same name, in the northern part of Lancaster County and also twenty miles from Harrisburg. The Center in Harrisburg is in a densely populated section of the state, equi-distant from each campus. Public transportation is available from the neighboring communities.

In recognition of the need for graduate work in Education, Temple University has responded to the invitation of Lebanon Valley College and Elizabethtown College to provide a program of graduate study as a part of the offerings of the Center.

STATEMENT OF AIMS

The Lebanon Valley-Elizabethtown-Temple University Center offers a curriculum designed to meet the academic, vocational and cultural needs of residents of the central Pennsylvania area at both the undergraduate and graduate levels.

The Center will present opportunities for educational advancement to those whose regular employment permits them to attend classes only during late afternoons and evenings.

Course offerings will be chosen from the catalogues of the co-operating institutions. Credits may be transferred to the co-operating and other institutions according to their established regulations. The program offered has been planned to serve the needs of those wishing to earn undergraduate or graduate degrees as well as those pursuing courses for vocational or cultural benefits.

The teaching staff for the Center will be composed of faculty members from Lebanon Valley and Elizabethtown Colleges and Temple University.

ACADEMIC STANDING

Lebanon Valley College, Elizabethtown College, and Temple University are fully accredited by the Department of Public Instruction of Pennsylvania and by the Middle States Association of Colleges and Secondary Schools. They are members of the Association of American Colleges and of the American Council on Education, and are on the approved list of the Regents of the University of the State of New York. All three institutions are approved by the Veterans Administration for veterans' training under public laws 16, 346, and 550.

UNDERGRADUATE DIVISION

OFFICERS OF ADMINISTRATION

LEBANON VALLEY COLLEGE

Frederic K. Miller, A.B., A.M., Ph.D.	<i>President</i>
Howard M. Kreitzer, B.S., M.A., Ed.D.	<i>Dean of the College</i>
Ivin B. Moyer	<i>Business Manager</i>
Carl Y. Ehrhart, B.D.	<i>Director of Extension</i>

ELIZABETHTOWN COLLEGE

A. C. Baugher, A.B., B.S., M.S., Ph.D., LL.D.	<i>President</i>
Henry G. Bucher, A.B., Ed.M., Ed.D.,	<i>Director and Dean of the College</i>
K. Ezra Bucher, B.S., M.S.	<i>Treasurer, Business Manager</i>

UNDERGRADUATE FACULTY

Bernard H. Bissinger, Ph.D.	<i>Associate Professor of Mathematics</i>
Henry G. Bucher, Ed.D.	<i>Dean and Professor of Education</i>
K. Ezra Bucher, M.S.	<i>Assistant Professor of Business Education</i>
Robert A. Byerly, A.M.	<i>Instructor in Bible</i>
Constance P. Dent, M.A.	<i>Assistant Professor of Psychology</i>
Anna B. Dunkle, M.A.	<i>Assistant Professor of English</i>
Carl Y. Ehrhart, B.D.	<i>Professor of Philosophy</i>
Emma Engle, A.B.	<i>Instructor in English</i>
Alex J. Fehr, A.B.	<i>Instructor in Political Science</i>
Albert L. Gray, Jr., M.B.A.,	<i>Assistant Professor of Business Administration</i>
Carl E. Heilman, A.M.	<i>Associate Professor of Mathematics</i>
Elmer B. Hoover, M.Ed.,	<i>Associate Professor of Education and Teacher Training</i>
Gilbert D. McKlveen, D.Ed.	<i>Professor of Education</i>
W. W. Peters, Ph.D.	<i>Professor of Sociology and Psychology</i>
G. A. Richie, A.M.	<i>Professor of Religion</i>
Robert C. Riley, M.S.,	<i>Associate Professor of Economics and Business</i>
W. Maynard Sparks, Ed.M.	<i>Assistant Professor of Religion</i>
George G. Struble, Ph.D.	<i>Professor of English</i>
Earl Weller, M.A.	<i>Instructor in Spanish</i>

UNDERGRADUATE INFORMATION

SCHEDULE OF UNDERGRADUATE FEES

Tuition (per semester hour)..... \$15.00

Fees are due and payable within 10 days after receipt of the bill.

Remittance may be sent in accordance with instructions on the bill.

Laboratory fees will be charged as indicated under the listing of the individual course.

Auditing fee (per semester hour)..... \$7.50

LIMIT OF CREDITS

Teachers in service may carry a maximum of six hours of credit per semester as prescribed by the Pennsylvania State Department of Public Instruction. Other students are permitted a maximum of nine hours of credit per semester. Requests for additional hours of credit will be considered on their individual merits.

ENROLLMENT

The minimum number of registrations for a single class shall be eight, except in unusual cases. Classes meet from 7.00 to 9.00 p.m.

ATTENDANCE

Each professor shall determine for each class and for each student when a student's repeated or continued absence from class has jeopardized his class standing with respect to that subject. The professor will then take counsel with the student regarding his work. If, after this, the student continues to be absent, the professor may, at his discretion, drop the student's name from his class roll. The student may be reinstated only by taking an examination or by giving other evidence, as the professor sees fit to demand, of his ability to continue the course.

Withdrawal

W indicates withdrawal from a course any time within the first six weeks of a semester. If, however, a student withdraws after six weeks, the symbol **WP** will be entered if his work is satisfactory, and **WF** if his work is unsatisfactory. The mark **WP** will be considered as without prejudice to the student's standing, but the mark **WF** will be counted as a grade of 50 in averaging grades.

See catalogues of respective institutions for further detailed information.

UNDERGRADUATE COURSE DESCRIPTIONS

LVC	EC	BUSINESS EDUCATION
19	—	Mathematics of Finance —Presents the mathematical principles and operations used in financial work. A detailed study of compound interest, compound discount, and annuities is undertaken. Application of these principles is then made to practical problems of amortization, sinking funds, depreciation, valuations of bonds, and building and loan associations.
22	45a	Elementary Mathematical Statistics —Covers graphic representations, averages, dispersion, skewness, correlation, curve fitting, normal probability curve, index number, involving problems in social sciences, business administration, and natural sciences.
20	14b	Principles of Economics —An introductory course designed to acquaint the student with fundamental economic concepts and principles and to show the relationship of economic theory to current economic practices. During the second semester special emphasis is placed upon economic problems arising in agriculture and industry, consumer needs, prices, money and banking, government controls and other economic activities.
35	38a	Marketing —Methods and policies of the marketing of agricultural products and the merchandising of manufactured commodities; meaning and importance of marketing distribution; marketing functions and the development of marketing methods; price policies and merchandising costs; market analysis; an analysis of the merits and defects of the existing distributive organization.
48	48b	Industrial and Labor Relations —Includes an evaluation of the historical development of the union movement and the collective bargaining process. A study is made of union-management relationships and procedures for the alleviation of tension, alternatives to force, and the role of government participation and control for the realization of industrial peace.

LVC	EC	EDUCATION
20	10b	Introduction to Education —An introduction to the field of education through the study of the American educational system, the place of the school in society, the training and function of the teacher.
—	21a	Curriculum in Arithmetic —Includes the mastery of the fundamentals of the subject matter of arithmetic in grades 1 to 8, inclusive, together with the application of the fundamental psychological principles in teaching the subject and an acquaintance with materials of instruction and textbooks.
—	27ab	Public School Art —Aims to enable students to teach public school art. It includes drawing, the elementary principles of design, lettering, composition, and color harmony and their application to home, school and community interests.
31	—	History and Philosophy of Education —The purpose of this course is to develop an understanding of the three major philosophies, idealism, realism, and pragmatism, and to interpret them as they apply to the student, the teacher, and the administrator. The aims and theories of educational leaders will be analyzed, as well as the content and organization of educational systems and practices.
—	37b	Curriculum in Science —A study of many of the fundamental facts, principles and laws that every prospective teacher should know in order to understand and interpret nature study, health, and geography, so that he may be able to make this work applicable to the everyday life of the child. This gives the child an acquaintance with the materials that are part of his environment.
30	38b	Educational Measurement —Preparation for testing by the classroom teacher is offered through studying principles of validity and reliability, appraising and constructing tests, and considering the use of results. Prerequisites: Psychology 20, 23. Laboratory fee of one dollar.

LVC EC

- 45 32b Visual and Sensory Techniques**—Psychological bases for sensory aids; study and appraisal of various aids; use of apparatus; sources of equipment and supplies. Laboratory fee of four dollars.

ENGLISH

- 10ab 10ab Composition**—A study of the fundamentals of effective English through their practical application in oral and written themes, through class discussion, and through individual conferences.
- 21ab 32a American Literature**—An attempt, through the study of native authors, to see in perspective the evolving American mind; to observe how Puritanism, the Cavalier spirit and the Romantic Movement have contributed to making us what we are; to understand the spiritual resources of which we are the heirs; and to note the development of American literature down to the present day.
- 30ab 40ab Shakespeare**—A survey of the English drama from its beginnings to the time of Shakespeare; a study of the life and times of Shakespeare, and an analysis of Shakespearean comedy; a study of the Elizabethan stage and an analysis of Shakespearean tragedy.

HISTORY

- 24ab 30ab Political and Social History of the United States and Pennsylvania**—A survey of American History from the earliest settlements to the Truman Administration. Special attention is given to the history of the colony and state of Pennsylvania. This course is designed to fulfill the state requirements for United States and Pennsylvania History.

G.Ed.

- 32 43a Contemporary World History**—Designed to acquaint the student with the general conditions and problems of the period from 1914 to the present. Special emphasis is placed on North America and Europe; a less detailed study is made of South America, the

- LVC EC** Pacific area, Asia and Africa. Political and economic aspects of recent history provide the fundamentals of this survey.

MATHEMATICS

- 19 — Mathematics of Finance.**
(See Business Education)
- 22 45a Elementary Mathematical Statistics.**
(See Business Education)
- 10a Basic Mathematics**—Designed for students who do not have the necessary secondary school work in mathematics or those who need review in such areas. Covers the basic principles of all the courses which should be offered as prerequisites for college algebra.

PHILOSOPHY

- 10 41a Introduction to Philosophy**—Intended to introduce the basic problems of philosophy and to produce some appreciation of the role played by philosophy in the whole movement of civilization. An examination is made of current views of the universe and of man, the sources of human knowledge, and the nature of morality, aesthetics, and history.
- 11 — Introduction to Logic**—Introduction to the rules of clear and effective thinking, as well as those of exact communication and the logical use of language. Attention is given both to the classical syllogism of deductive logic and inductive logic and scientific method. The aim of this course is primarily practical, with considerable use being made of exercises and problems.

POLITICAL SCIENCE

- 10ab 41b American Government**—A survey of the political institutions of the United States with special emphasis on the national government, but with some consideration of Pennsylvania state and local government.

LVC EC

- 21 40a **International Relations**—Designed to acquaint the student with the major factors which influence the relationships of national states today with special emphasis on the more important international organizations presently at work in the world.

PSYCHOLOGY

- 20 10ab **General Psychology**—Designed to acquaint the student with the fundamental psychological principles and their application in daily life.
Lectures and discussions.
- 23 30a **Educational Psychology**—A psychological study of the nature of the learner and the nature of the learning process. The course includes such topics as individual differences, motivation, emotion, and transfer of training.
Prerequisite: General Psychology.
- 21 22b **Child Psychology**—Includes such phases of child study as infant behavior, child adjustment, and motor and emotional development. Other topics to be discussed include motivation, imagination, language, development, thinking, intelligence, social development, and personality.
- 30 40a **Applied Psychology**—A survey of the applications of psychology to the various fields of human relations. Among the areas covered are vocational guidance, human adjustment, public opinion and propaganda, advertising methods, work and efficiency, and fatigue.
Lectures, discussions, special reports, and field trips.
Prerequisite: General Psychology 20.
- 22 — **Mental Hygiene**—A study of wholesome and effective personality adjustments including the causes and treatment of the more common social and emotional maladjustments.

VC	EC	RELIGION
10ab	10ab	Introduction to English Bible —An appreciative and historical survey of the literature of the Old and New Testaments.
32	30a	The Teachings of Jesus —Attempts an intensive study of the religious concepts of Jesus as set forth in the Gospels.
40	10a	Principles of Religious Education —A fundamental course investigating some of the theories, principles, and problems of religious education.
11ab	—	Introduction to Religion —The purpose of this course is to acquaint the student with the place and significance of religion—what it is and does. Included are studies in the nature of God, the worth of man, science and religion, personal religious living, the Judaeo-Christian tradition, the place of the Church in modern life, and contemporary problems in the field of religion.

SOCIOLOGY

20	10a	Introduction to Sociology —The study of culture, social change, and social institutions. This is a prerequisite for all other sociology courses.
22	43a	The Family —The chief problems center in courtship and marriage adjustments, husband-wife types, marriage prediction scales, and parent-child relations.

SPANISH

1	10ab	Elementary Spanish —Intended for those who begin Spanish in college.
10	20ab	First Year College Spanish —Continuation of high school Spanish or of Elementary Spanish, listed above.

TEMPLE UNIVERSITY

Robert Livingston Johnson, A.B., LL.D., L.H.D.....*President*
Millard E. Gladfelter, A.B., M.A., Ph.D., D.Sc. in Ed., LL.D.,
Provost and Vice-President
Harry A. Cochran, B.S., M.S., Ed.D., LL.D.....*Treasurer*
Raymond V. Phillips, B.A., Ed.M.,
Director of the Off-Campus Division

Joseph S. Butterweck, *Professor of Education and Acting Chairman of the Faculty of the Teachers College*
B.S. in Ed., 1922; M.A., 1924, University of Pennsylvania; Ph.D., 1926, Columbia University.

Thomas E. Clayton, *Assistant Professor of Secondary Education*
B.S. in Ed., 1939; Ed.M., 1947, Temple University; Ed.D., 1949, University
of Southern California.

Robert V. Duffey, *Assistant Professor of Elementary Education*
B.S. in Ed., 1938, Millersville State Teachers College; Ed.M., 1948, Temple
University.

Anne Edelmann, *Assistant Professor of Education*
B.S. in Ed., 1937; Ed.M., 1946; Ed.D., 1950, Temple University.

Norman Gekoski, *Assistant Professor of Psychology*
B.S. in Ed., 1938; Ed.M., 1948, Temple University; Ph.D., 1952, Ohio State University.

Roy B. Hackman, *Professor of Psychology*
B.A., 1933; M.A., 1934, University of Nebraska; Ph.D., 1938, University
of Minnesota.

John H. Jenny, *Associate Professor of Health and Physical Education*
B.S. in Ed., 1934; Ed.M., 1941; Ed.D., 1953, Temple University.

Leslie W. Kindred, *Professor of Education*
B.A., 1928; M.A., 1934; Ph.D., 1938, University of Michigan.

Frederick H. Lund, *Professor of Psychology*
A.B., 1921; A.M., 1923, University of Nebraska; Ph.D., 1925, Columbia University.

John M. Mickelson, *Assistant Professor of Education*

B.A., 1939; M.A., 1945, Occidental College; Ed.D., 1947, University of Southern California.

Ross L. Neagley, *Professor of Education*

B.S. in Ed., 1929, Shippensburg State Teachers College; M.A., 1933, Columbia University; Ed.D., 1938, Temple University.

Harold C. Reppert, *Associate Professor of Psychology*

B.S., 1934, California State Teachers College; M.S., 1942; Ph.D., 1945, Pennsylvania State College.

Sydney V. Rowland, *Associate Professor of Education*

B.S., 1914, Temple University; M.A., 1921, University of Pennsylvania.

James W. Skelton, *Assistant Professor of Education*

B.S. in Ed., 1936; M.A., 1937; Ph.D., 1947, Ohio State University; LL.B., 1951, Rutgers University Law School.

Miriam E. Wilt, *Associate Professor of Early Childhood and Elementary Education*

B.S., 1943; Ed.M., 1945; Ed.D., 1949, Pennsylvania State College.

CREDIT

All courses offered yield full university credit. Courses carrying numbers between 100 and 200 are open to both graduate and undergraduate students; courses numbered 200 or more are intended for graduate students only.

Although a student technically may enroll for six credits in any one semester, it is advisable to limit the number of credits to four.

Regulations Concerning the Master's Program

a. A student wishing to work toward the degree of Master of Education must apply for admission on a form to be secured either from the advisers who will be present on registration day at the Center or from the Teachers College Office, Temple University. The student must send this form, with two copies of his undergraduate transcript, to the Dean of the Teachers College.

b. A student registering for the Master's degree has the following options: first, to earn thirty semester hours in course credit and take a final written examination in the major and minor fields; or second, to earn twenty-four semester hours of credit and to write a thesis.

Approximately half of these credits must be in the major field; at least six, preferably eight, must be in the minor field.

c. A sheet of instructions concerning procedure may be secured either from the instructors offering courses at the Center or from the Teachers College Office, Temple University. All persons representing Temple University at the Center will be able to supply additional information.

Library

Temple University is undertaking the establishment of a substantial reference library that will be housed in the William Penn High School. The library will be available for supplementary reading for the members of the different classes.

Fees

The tuition is \$15.00 per semester hour for undergraduate credit and \$20.00 per semester hour for graduate credit.

All fees must be paid at the time of registration. Veterans intending to use the "G.I." bill should have their letter of eligibility to Temple University unless courses have been taken within the

year and the letter is in the possession of the Veterans Office at Temple University.

Registration

Representatives of Temple University will register students for their courses in the William Penn High School on Tuesday, September 21, 1954, from 4 p.m. to 6 p.m. and from 7 p.m. to 9 p.m. Classes for the first semester will begin the week of September 27, 1954.

COURSE OFFERINGS*

1954 — 1955

EARLY CHILDHOOD AND ELEMENTARY EDUCATION

- 145x. Social Studies in the Modern Elementary School. (2 s. h.)**
Second semester. Assistant Professor Duffey

The place of the social studies in the curriculum; the school as a laboratory community; the use of community resources, and practical aids to teachers in the organization of content, utilization of materials, and direction of instruction. All elementary school levels are covered from kindergarten through grade six. Emphasis is planned to suit the needs of students taking the course.

- 149x. Science in the Elementary School. (2 s. h.)** Second semester. Assistant Professor Duffey

Designed primarily for classroom teachers and supervisors of science in the elementary school, but also suitable for teachers of the pre-school and junior high school grades.

Content and activities of the course center around the science interests of children and ways in which classroom teachers can nurture these interests. Course aims to increase the facility of teachers in helping children to progress in their ability to use the methods and findings of science in their everyday thinking and acting. Includes field trips and visits to local institutions.

- 111x. Health and Physical Education in the Elementary School. (2 s. h.)** First semester. Associate Professor Jenny

The course is designed for classroom teachers. Consideration will be given to objectives, program, organization, equipment, and facilities.

- 112x. Health and Physical Education in the Elementary School. (2 s. h.)** First semester. Associate Professor Jenny

Lectures, assignments, unit planning, appraisal of teaching materials and visual aids suitable for the elementary school. Direct and incidental health instruction procedures are considered as they fit into the total health program.

EDUCATIONAL ADMINISTRATION

- 271x. Public Relations. (2 s. h.)** First semester. Professor Kindred

An introduction to school public relations that may be taken to advantage by teachers as well as administrators.

* Unless indicated otherwise, all offerings are semester courses.

PSYCHOLOGY**159x. Techniques of Educational Measurement and Psychological Diagnosis. (2 s. h.) Second semester.**

Associate Professor Reppert

Demonstrations of clinical techniques for the Revised Stanford Binet Scales, the Wechsler-Bellevue Scales, and related measures will be presented. Emphasis will be placed upon evaluation and interpretation of results obtained from demonstrations. The use of educational and psychological measures as a better means for objectively evaluating and diagnosing behavior will be stressed.

162x. Psychological Problems of Children with Mental and Physical Handicaps. (2 s. h.) Second semester.

Associate Professor Reppert

A survey course designed to give the teacher an introduction to exceptional children. School problems and vocational needs of typical children are considered. Emphasis is placed upon the psychological and educational problems of the feeble-minded, blind, partially sighted, deaf, hard-of-hearing, and the speech handicapped, and behavior deviant.

163x. Psychology of Adolescence. (2 s. h.) First semester.

Professor Lund

A study of typical problems of youth in the process of development from childhood to maturity.

171x. Abnormal. (2 s. h.) First semester.

Professor Lund

A study of the different forms of mental abnormality including their symptoms, diagnosis and treatment. Attention will be centered on the psychoses, the neuroses and mental deficiency.

SECONDARY EDUCATION**103x. The Junior High School. (2 s. h.) First semester.**

Professor Kindred

An analytical study of the junior high school today. Its history, philosophy, organization, administration and program will be considered in detail and recommendations will be made concerning its place in a modern school system.

205x. Critique in Secondary Education. (2 s. h.) Second semester.

Professor Butterweck

(Undergraduates may take this course with the permission of the instructor.)

An appraisal of secondary education under the following topics: the lag between declared objectives and present practices; the leaven at work in various educational enterprises which affect secondary education; changes in thought in the fields of psychology, sociology, and philosophy; the effect which this leaven and these changes in thought have in the creation of new secondary schools.

143x. Unified Curriculum. (2 s. h.) Second semester.

Professor Butterweck

Designed to aid teachers in developing an experience curriculum for the secondary school. Although the theory of the integrated or core program will be developed, much of the class time will be devoted to a co-operative evaluation of the curricula which the members of the group are in the process of developing for the age groups in which they are interested.

1955 — 1956*

EARLY CHILDHOOD AND ELEMENTARY EDUCATION**167x. The Elementary School Curriculum. (2 s. h.) First semester.**

Associate Professor Wilt

Major attention will be given to skill subjects. Research studies which have affected either teaching method or selection of subject matter will be examined in the light of their contributions. Available standard tests will be reviewed and specific teaching and learning difficulties will be pointed out. Designed for both teachers and supervisors in the elementary field; may be applied both to the teaching certificate and to the State Department of Public Instruction of Pennsylvania. The required reading will include a basic list and individual assignments directed toward specific teaching or supervisory problems.

177x. Creative Expression. (2 s. h.) First semester.

Associate Professor Wilt

Deals with the creative aspects of education and the child as a potential creator. Discussion of creative work in art, music, literature and dramatics.

EDUCATIONAL ADMINISTRATION**†201x. The Principal and His School. (2 s. h.) Second semester.**

Professor Neagley

This is a technical course emphasizing the principal's role in the organization and administration of an elementary school.

†202x. The Principal and His School. (2 s. h.) Second semester.

For description see 201x above.

Professor Neagley

PSYCHOLOGY**123x. Current Problems in Educational Psychology. (2 s. h.)**

Second semester.

Professor Lund

A review of recent literature in the field with emphasis on psychodynamics and the special conditions which activate and give direction to the educational process.

* Unless indicated otherwise, all offerings are semester courses.

† 201x and 202x comprise a year course. Both 201x and 202x may be taken concurrently.

130x. Aptitude Testing. (2 s. h.) First semester.

Assistant Professor Gekoski

Designed to survey the aptitude testing field. Emphasis is on use and interpretation rather than on construction of aptitude tests. It will be adapted to school work in vocational guidance and personnel work in schools and business. Demonstrations of the most commonly used aptitude tests.

135x. The Psychology of Human Relations in Supervision. (2 s. h.)

First semester.

Designed for both teachers and administrators in elementary and secondary education. Includes such areas as motivation, attitudes, perception, individual differences and related topics. Particular attention will be directed toward the effects of these concepts on the relationships that teachers have with students, other teachers, their supervisors, parents and other people in the community. Includes practical illustrations from the teachers' experiences and practices in developing human relation skills in dealing with people.

181x. Emotion and Personality. (2 s. h.) Second semester.

Professor Lund

A study of the nature and development of emotional life of the individual, the physiological and glandular basis of the emotional processes, the significance of these processes for learning and development, and relation between man's emotional nature and his chief personality traits.

SECONDARY EDUCATION**111x. Student Activities. (2 s. h.) Second semester.**

Associate Professor Rowland

Typical units: why student activities are necessary; the homeroom; guidance; pupil participation in school controlled clubs; the assembly; publications.

Intended for those who are already familiar with the practices of secondary schools and who are seeking specific aid in adjusting themselves to the so-called extra-curricular activities program.

119x. Developmental Tasks in Secondary Schools. (2 s. h.) First semester.

Assistant Professor Clayton

Attempts to help teachers apply their knowledge of the nature of adolescent behavior to the problems of adjustment to school.

Case studies of individual pupils will provide the basis for the needs of analysis of behavior. The influence of the adolescent's early and immediate social environment and the implications of this on school practice will constitute the course content.

161x. Methods and Teaching. (2 s. h.) First semester.

Assistant Professor Clayton

Designed to help each student clarify a consistent theory of learning and teaching practices consonant with it. Experimental evidence concerning various teaching methods and their validity in the light of our knowledge

of learning will be introduced. Students will be encouraged to draw upon their own teaching and learning experiences as source material for consideration. (This is one of the five basic courses in Secondary Education.)

165x. Progressive Movement in Secondary Education. (2 s. h.)
Second semester. Associate Professor Rowland

To aid teachers and administrators in understanding the basic changes which are now taking place in our secondary schools and to help them introduce those changes into their respective schools. Integration of subject matter, the unification of the curriculum, and the adjustment of instructional material to the needs of pupils will be discussed.

1956 — 1957*

EARLY CHILDHOOD AND ELEMENTARY EDUCATION

268x. The Elementary School Curriculum. 2 s. h.) Second semester. Assistant Professor Duffey

Major attention will be given to skill subjects. Research studies which have affected either teaching method or selection of subject matter will be studied in the light of their contributions. Available standard tests will be reviewed, and specific teaching and learning difficulties will be pointed out. Designed for both teachers and supervisors in the elementary field; may be applied both to the teaching certificate and to the State Department of Public Instruction of Pennsylvania. Required reading will include a basic list and individual assignments directed toward specific teaching or supervisory problems.

EDUCATION

152x. Philosophy of Education. (2 s. h.) First semester. Assistant Professor Skelton

A study of the significant educational "theories" of today and their implications for democratic education. The primary purpose of the course is to have each student work out his own functional philosophy of education.

155x. Conceptions of Mind in Education. (2 s. h.) First semester. Assistant Professor Skelton

An investigation into, and an analysis of the semantic and experimental difficulties implicit in "communication". Specifically, this course will direct attention to various psychological and linguistic "blocks" which, at all levels of education, tend to disprove the widespread assumption that teacher-pupil "communication" is a relatively easy attainment.

* Unless indicated otherwise, all offerings are semester courses.

EDUCATIONAL ADMINISTRATION**211x. Supervision. (2 s. h.)** Second semester.

Professor Kindred

This course deals with principles, programs, and practices directed toward the improvement of instruction and growth of teachers in service.

261x. Personnel Administration. (2 s. h.) Second semester.

Professor Kindred

A study of personnel problems and practices in school systems.

291x. Practicum in Administration. (2 s. h.) Second semester.

Assistant Professor Duffey

The purpose of this course is to give the student practical experience in administrative work. A minimum of sixty clock hours in one semester must be spent on this work. It must be done under supervision in a local school system according to a definite schedule that is approved by the administrator of the school concerned and the instructor.

PSYCHOLOGY**116x. Introduction to Educational and Vocational Guidance. (2 s. h.)** First semester.

Professor Hackman

Planned to (a) develop in the teacher, administrator, and counselor an appreciation of the nature and scope of the guidance movement; (b) show the increased need for guidance due to changing conditions; and (c) acquaint those concerned with methods of functioning in everyday situations.

145x. Case Work Methods for Guidance Counselors. (2 s. h.) First semester.

Professor Hackman

A study of techniques for developing case histories and case studies for individual counseling and case conferences, including a survey of current diagnostic and counseling methods. This course will be of special interest to full time counselors, teacher-counselors, and other school personnel engaged in guidance activities.

SECONDARY EDUCATION**115x. Homeroom Guidance. (2 s. h.)** Second semester.

Assistant Professor Edelmann

The application of some of the principles and techniques of group dynamics to the special group situation of the homeroom. An analysis of actual problems will be made and the course will be centered on these problems.

141x. Modern Teaching Methods in the Secondary Schools. (2 s. h.) Second semester.

Assistant Professor Edelmann

A general methods course for prospective secondary school teachers. It presupposes a knowledge of Educational Psychology and a familiarity with the academic subject matter which the student is preparing to teach.

173x. Curriculum Practices. (2 s. h.) First semester.

Assistant Professor Mickelson

Examination and appraisal of curriculum practices now extant in American secondary education. A philosophy of education and guiding principles of curriculum organization will be developed and used to evaluate the most important types of modern secondary school curricula. (This is one of the five basic courses in Secondary Education.)

179x. Curriculum Materials. (2 s. h.) First semester.

Assistant Professor Mickelson

Deals with all types of curriculum materials for the secondary school. Work of the class will include surveys of recent high school texts, reports, sources of supplementary materials, etc. Those taking the course will be expected to complete a collection of supplementary materials for their own use. Attention will also be given to methods for utilizing supplementary materials.



